

A SURVEY OF THE PROBLEMS AND PRACTICES OF WEEDING AND DISCARDING
MATERIALS FROM A SELECTED NUMBER OF THEOLOGICAL LIBRARIES

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A THESIS
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CHAPTER I

INTRODUCTION

The triangular base of the library's problem and purpose was first expressed in words by Melvil Dewey, in a phrase that has been the motto of the American Library Association since its organization in 1876: "The best reading for the largest number at the least cost."¹ To this base may be added the more modern purpose of the library: "Getting the right book to the right person at the right time." To accomplish this desirable feat of service it is necessary for the library to have the largest number of "right" books on its shelves at the "right" time. This requires the continuous process of putting the right books on the shelves and taking them off when they cease to be the right books. The first problem, that of getting the right books on the shelves, involves all the ramifications of book selection techniques; the second problem, that of removing from the shelves and disposing of the obsolescent books, involves all the same techniques plus an unwavering will on the part of the librarian to keep only those books which are best for the library's clientele. This second problem, in library terminology, is called "weeding." Both are, in reality, two ends of one process.

¹Helen E. Haines, Living with Books (New York; Columbia University Press, 1951), p. 23.

For too many years there have been too many theological libraries which could be appropriately characterized as catacombs of old mouldy books. For too many years it has been maintained by too many theological librarians that if any book were presented to the library by a friend or a graduate of the seminary, it should remain there regardless of its intrinsic value, its obsolescence, or its worn condition. And in many instances these books, as requested by the donor, were segregated into special collections and alcoves, upsetting an otherwise smooth and systematic organization of the library.

It is gratifying to observe that the foregoing picture is, for the most part, a portrait of the historical past of theological libraries, and that they are now seriously working toward assuming their responsibilities of librarianship, and taking in stride their problems of getting the right book to the right person at the right time. Nevertheless, the belief is still held that the theological library has a singular problem in the matter of reviewing its bookstock, weeding and discarding its obsolescent materials, bringing its library service up to date, and of keeping its collection "alive."

Due to the vast number of out-of-date religious books and other materials usually found in theological libraries, the physical age of materials, the multiplicity of duplicate copies, the non-use or non-circulation of old books, and the all too liberal policy of accepting retired ministers' personal libraries of books that are frequently worthless, plus the importance and necessity for a continuous weeding procedure of other

materials which have little or no value of content, and for various additional reasons are no longer needed, it is commonly felt that the theological library especially is in need of an investigation of the problems of weeding obsolescent materials from its collection.

Purpose and Scope

The purpose of this study of weeding and discarding materials from theological libraries is (1) to examine, analyze and discuss the subjects and trends of weeding as expressed in recent professional library literature, (2) to study the over-all characteristics of theological schools, (3) to survey and evaluate the practices and problems of weeding as found in a selected number of theological libraries, and (4) to formulate some conclusive bases for the weeding and disposing of obsolescent materials from the theological library.

The problem of weeding in theological libraries is felt to be an important one, and this study is intended to present an intimate picture of the problem and its solution in such a way that it will be of some assistance to libraries in general and particularly to theological libraries. It is also intended that some definite systematic practices and procedures in the weeding program will be established and, at the same time, some suggestions for the disposal of books from the library will be indicated.

Definitions of Terms Used

Practices.-- For the purpose of this survey, the term

"practices" is used to refer to the actual, customary routines followed during the act of weeding materials from the library.

Problems.--The term "problem" refers to those matters which entail some difficulty in solving, settling, or handling during the weeding process.

Weeding.--The term "weeding" is interpreted as meaning either the selection and removal of materials from the main collection to a less accessible section of the library where they will still be available on demand, or the removal and disposal of the materials entirely.

Discarding and disposal.--The terms "discarding" and "disposal" are also used to refer to the actual throwing out or getting rid of materials no longer in demand. Although these terms are more or less synonymous with weeding, an effort will be made to keep their use as two separate functions.

Obsolescent.--"Obsolescent" is the term which is used to describe any materials which have become antiquated and useless through age, loss of value of content, wear and tear, or through the production of newer and better materials.

Materials.--"Materials" are all library acquisitions, i. e., books, periodicals, pamphlets, newspapers, maps, etc.

Theological libraries.--Theological libraries refers to those libraries which are maintained expressly by theological schools for the purpose of theological or religious study and research. Theological libraries which are combined with university libraries are so indicated in this study.

Methodology

This study is based on three areas of endeavor. The first was the evaluation of professional library literature on weeding appearing in library journals and publications over the past twenty-year period, from 1932 through 1952. These articles were studied and analyzed for the purpose of determining trends and the fundamental issues relating to the problem of weeding; for discerning what methods of weeding and discarding were advocated or rejected; and, finally, for discovering what the consensus of opinion was in regard to reasons for weeding, what to weed, how to weed and who should do the weeding. Chapter II will cover this phase of the study.

The second endeavor was to formulate an over-all picture of the theological schools participating in this study. The data were obtained from the schools' catalogs, and will present such statistical information as (1) description of the schools, (2) religious denominations, (3) enrollment, (4) faculty characteristics, (5) affiliations with universities and other schools, (6) degrees offered, and (7) curricular characteristics.

The third area of this study has to do with the matter of surveying a selected number of theological libraries. Information regarding the fundamental procedures in use today and the problems incurred in weeding was obtained from questionnaires which were sent to the sixty-eight theological seminaries which are accredited members of the American Association of

Theological Schools.¹ Fifty-two libraries returned the questionnaires with pertinent answers--a sample large enough to be statistically accurate, and so distributed as to size of school, geographic area, and other factors, as to be faithfully representative of the whole body.

Fourteen libraries enclosed letters in addition to the returned questionnaires, and four made marginal notes on the questionnaires with valuable comments, suggestions and criticisms exemplifying their experience in library administration. These letters and remarks are incorporated in Chapter IV.

The answers to the questionnaires were tabulated and evaluated on one large work sheet. Various divisions of this work sheet were analyzed on smaller individual charts in order to obtain separate pictures of the different aspects of the participating libraries' administration. Not all the questions nor the answers were directly related to weeding; however, they were useful in securing a complete picture of the weeding problem, and, at the same time, in bringing together the theoretical implications and practical applications which are basic to the subject.

Thus, conclusively, an effort was made to find out how many libraries have definite programs for weeding, the method they use to select their obsolete materials, how they are disposed of, and what, if any, official or influential barriers

¹The American Association of Theological Schools, Minutes of the Seventeenth Biennial Meeting (Columbus, Ohio: Capital University Press, 1952), p. 16.

there are to discarding on the part of the librarian, the faculty, the school administration, or any other official agent of the school.

CHAPTER II

TWO DECADES OF LITERATURE ON WEEDING

The twenty-year period between 1932 and 1952 shows a progressive trend toward improving librarianship in all its various aspects. This has been exemplified in improved library service, a more dynamic library program, more useful books for research, better buildings, newer devices for imparting written knowledge, and a higher caliber of professional library administration. These all have shown increasing advancement in all libraries from the public branch to the large university library. The one aspect which seems to have lagged farthest behind has been the matter of working out a definite program and criteria for weeding obsolescent materials from the library. It is not that there has been no interest in this phase of library administration--the vast number of books and articles written on the subject indicates that the opposite has been true--but rather that librarians have not succeeded in formulating a definite plan of procedure.

The material of this chapter is an analyzation, discussion and evaluation of the articles appearing in library periodicals during the above named twenty-year period. These articles are treated to show how librarians throughout the country have felt about the matter of weeding and discarding, and to present the suggestions they offer as solutions to the

problem. The articles discussed here are those published in various professional library periodicals, and they were selected for the implications they manifest for theological librarianship.

Why weed.--One of the primary and essential tasks of the librarian is the matter of deciding why the library should be weeded at all. But before this decision is made, there should be a clear understanding of the definition of weeding. In the article, "On Weeding,"¹ Dr. Hans Bernt gave an answer to the matter by first indicating the following inclusive meaning of weeding:

The general term weeding means mostly two things; discarding, that is eliminating the book entirely from the library collection; or building a second collection of books which are too little used to justify their remaining on the shelves, but may still be useful, provided their physical condition does not warrant discarding. Such a second collection is a good middle way between the scylla of discarding too freely and the charybdis of leaving too many, so many books on the shelves that they are an obstacle in the use of the books really alive. Sometimes they are called deadwood, sometimes storage, central reserve collection, permanent stockroom, or poolstock, etc.²

With this definition presented, Bernt set out to answer the important question: Why should a book be weeded? He maintained that as soon as a book is not the right book any more there are reasons for weeding, and these reasons are due to two common factors: condition and content of the book. The first factor, having to do with weeding on account of the physical

¹Hans H. A. Bernt, "On Weeding," Library Journal, LXVII (1942), pp. 22-24.

²Ibid., p. 22.

make-up or condition, is concerned with books that are too worn out, soiled or infected, not worth rebinding, or which are unreadable editions. In order to safeguard against librarians discarding or wantonly destroying books purely on the basis of condition alone, the author made the following suggestion:

A book may be worn-out to such an extent that it is unfit for general circulation, but, if the contents are suitable, it may still serve in the reference department or in a special collection. ... However, any book assigned in school, so that the whole class comes clamoring for it into the library, will soon belong to that unfortunate kind of book that is just too dirty to do any thing with, other than discard it.¹

The librarian is in an important position in his responsibility for getting the proper materials to readers. The fact that library users rarely check the date of a book, that the average reader is more inclined to believe rather than to mistrust whatever appears in print, and that he feels that he can rely on a book if it is in the library, are all reasons why the librarian should be in a position always to supply only those books which are up-to-date and best for the purpose they are to serve. This general idea was summed up in the following statement:

There is no hard and fast rule for 'out-of-date' and it would be better to clarify the meaning of the term. I think we come quite near to the idea if we say: a book which no longer conforms to the present prevailing ideas of that information or presentation. One can see at once that a book is not necessarily out-of-date because it is not used any more, and, vice versa, can still be used a lot though it is out-of-date. I stress this point because I believe it is so important. Everytime an out-of-date book is borrowed we endanger the reader, because he may draw conclusions or act according to the information from the book. Moreover, we damage the library's prestige, because sooner or later the

¹Ibid., p. 23.

reader will find out, perhaps in a painful manner, that he did not receive what he expected and had a right to expect.¹

The final two reasons Bernt gave for why a book should be weeded are old editions, and waning interest in the subject of the book. He said if a work has been superseded by a newer edition and the technique of its presentation has been improved, then the librarian should replace the older edition with the newer. And in elucidation on this point he said:

In our fast-moving times, books of waning interest are real problems for the library. They were perhaps best sellers for a few months, but after one or two years they remain on the shelves taking up room and representing dead capital. They too should be discarded, in my opinion, much more freely than many of the out-of-date books.²

In as much as readers have such faith in the material presented to them by a trained staff, it is the library's responsibility to see that that faith is not destroyed. "Not one reader in a hundred looks at the date of a book,"³ said Bernt. Thus, weeding the collection is a necessity if the library is to meet its obligation honestly. It is a duty which must not be shirked or delayed. At the very best, the matter of weeding is a laborious, touchy and frightful job. There is the long task of pulling the books from the shelves and removing all identification of ownership from them and the big problem of deciding what disposition should be made of them. There is also the duty

¹Ibid., p. 23.

²Ibid., p. 24.

³Ibid., p. 22.

of convincing those in authority that the books are no longer useful. Margaret Davidson called attention to some of these difficulties involved in weeding:

In the first place you may have to convince your board that what these books need is a good throwing away. . . . Much more difficult is the tactful disposition of books donated to the library. The best thing is to have an understanding that the library will accept only those books which are suitable for its purpose and will reserve the right to dispose of others as it sees fit. But this is easier to say than do in a small library in a small town. The whole proposition requires mountains of tact and no little guile. Do the best you can, but don't just do nothing because it's easier.¹

Too frequently the librarian is afraid that if a book is weeded from the library today, a patron will come into the library and ask for it tomorrow. This fear which librarians have of weeding is expressed by Maud Munster in the article, "Courage in the Library."² She said that librarians hesitate to weed because of

the fear of criticism, fear that there may be an unforeseen need, fear that the library records may show a decrease in the number of volumes. Another fear may result from the fact that we have not pictured discarding step by step and do not clearly see the way nor the results, and when discarding comes to mind it looms up as a mammoth undertaking, a complicated project requiring much time and including responsibility, and we decide it is one of the jobs we will do 'some day.'³

In another article, "Weeding the Library Should be

¹Margaret Davidson, "Discarding: What and How," Wilson Library Bulletin, XVII (1943), p. 58.

²Maud Munster, "Courage in the Library," Wilson Library Bulletin, XVIII (1944), pp. 444-45.

³Ibid., p. 444.

Continuous,"¹ Donald Woods presented some conclusive and constructive aids for helping the librarian to realize the benefits from a program of regular weeding, and, at the same time, for overcoming the fear of getting at the job. In this article his suggestions were directed to the teachers college library; however, these suggestions might be well applied to the theological library:

In spite of the tendency of most teacher-college librarians to keep one copy of every title every acquired by their libraries, studies have shown that the majority of books become obsolete in 30 years or less. With the exception of the classics, students and faculty tend to use the books most recently published, consequently with each year of age a book is used less. With this fact in mind plus the overcrowded condition of most library stacks, it is imperative that the teacher-college librarian take a realistic view toward regular discarding.

The librarian wishing to discard obsolete books will meet with some very persuasive arguments for retaining them. It can be pointed out that all books, even the poor one, have some value. One history professor . . . urged that even the worthless books should be kept in the library so that the scholar could examine them and find out that they are worthless and thereby save an inter-library loan, or a trip to another library. If such an argument holds water, then truly, we cannot discard the last copy of any book.

It is my firm conviction that a library collection can derive great benefit from a program of regular weeding. Of course anyone who discards books must face the fact that mistakes will be made. Some of the titles discarded will be asked for later; some tempers will be aroused at their loss; and it will take courage to face the irate professors who demand an explanation. But the many hundreds of volumes that will never be missed should compensate for the few that will have to be replaced. When size is no longer a criterion of a good library, and qualitative standards have replaced quantitative, a great barrier to weeding will have been removed.²

¹Donald A. Woods, "Weeding the Library Should be Continuous," Library Journal, LXXVI (1951), pp. 1193-6.

²Ibid., p. 1193.

It can be seen, therefore, that the weeding process has a unique place in library economy. It is as important a procedure in library administration as all the other tasks which confront the librarian. According to Fanny Coit,

much attention has been given to the selection, ordering, accessioning and cataloging of the new; but the subject of withdrawals has been neglected.¹

And this neglect too frequently proves to be a greater expense in the library budget than it would be to weed out the unused materials.

Unkept, untidy books do not attract. It is disappointing to a reader to meet outmoded books in libraries. A book in a library means it has been selected; it bears a stamp of approval. Also unused books are an expense to the library; they require dusting, money for shelving, and time in taking inventory.²

This idea of library economy through weeding was further supported in the comment in the article, "Weeding the Library . . .":³

Every library accumulates by gift and by purchase, books which must be considered for removal from the shelves when their usefulness is past. . . . It is not enough that a library meets standards of efficiency in the total number of books in volumes added each year. The book collection should represent quality as well as quantity. It is a sign of a healthy condition of the book collection and a wise administration of the book fund when the library's annual report reveals a fair correspondence between the number of new books regularly purchased and the number of books regularly discarded.⁴

¹Fanny L. Coit, "Discarding Process in Use at the Queens Borough Public Library," Library Journal, LXIV (1939), p. 310.

²Munster, op. cit., p. 444.

³"Weeding the Library; Suggestions for the Guidance of Librarians of Small Libraries," Michigan Libraries, (December, 1943), pp. 1721.

⁴Ibid., p. 18.

What to weed.--Just as the librarian follows rules for selecting books for the library, in like manner, he should follow similar rules in the weeding of them. Thus the practices and procedures of weeding should be based, to a large degree, on the same practices and procedures of book selection. In substantiation of this conjecture, Davidson said in the article, "Discarding: What and How":

There is no hard fast rule about what to discard from any collection, but there are some general principles to be borne in mind. One of these is that weeding is an integral part of the process of book selection. The final object of both is the same--to secure a book collection of maximum use to your community. The criteria are in general the same. In book selection one considers first the nature of the community. Is the book in question of interest and use to the people whose library this is? The question is of no less importance in weeding. It is unnecessary to rehearse here the principles of book selection--the authority of the book, its date, its relation to other books in the library, and so on. They are all applicable when discarding books. Except for lists of new books, the same aids are used in both processes. Those standard lists which will tell you what's good, to buy will also help you to decide what's good to keep.¹

The author of the article stated further that the librarian should be exacting in weeding out old books of travel and geography, because the average reader has an exaggerated reverence for the printed word, and it is the librarian's job to protect him from gross error, seeing to it that the reader gets such things as geography, travel and description as they are and not as they were. There are such things as historical geography which the historian or writer of period novels will want, but Davidson feels that the state and large university libraries

¹Davidson, op. cit., p. 454.

should have the responsibility of supplying this material. She also pointed out that bound periodicals are of questionable value unless there is an index to their articles, and at this point experts in the field should be called on to help decide which of these should be kept. Other types of materials which she felt should be considered for discarding are full sets of standard authors, out-of-date government documents, juvenile series and books with print too poor for comfortable reading.

The standards and procedures suggested by Davidson have been discussed in a number of library meetings and in various library journals. In an article, "Discarding: What and How?"¹ Louise Fisher cited the opinions of Davidson and recommended that her standards for weeding be adopted by all librarians.

Another type of material which needs weeding is that written on World War II. This idea was expressed by Hannah Logasa in the following remark in the article "Weeding World War II Material":

One of the problems brought on by World War II is the mass of printed material published during that period. It was the most reported event in history. In order to supply the demand, libraries stocked up heavily. As a result, the shelves are overflowing with World War II books. The material was timely, but ephemeral. Therefore, much of it has outlived its usefulness and purpose. What to do about it is the question. Perhaps the experience with books on World War I may help to give the answer. Most libraries had to use the weeding process then, and will have to do so again.²

¹Louise Fisher, "Discarding: What and How?" Illinois Library, (January, 1944), pp. 59-60.

²Hannah Logasa, "Weeding World War II Material," Wilson Bulletin, XXII (1947), p. 42.

With this observation, the author of the article pointed out the sections of World War II materials which frequently have little or no research or historical value today, and which should be weeded from the library, discarded or moved to supplementary storage shelves. The materials designated were divided into the six following special groups:

1. Reports of newspaper correspondents.--These are written in an interesting over-simplified style designed to catch the popular interest of the moment.
2. Books written by soldiers and sailors.--These are usually concerned with only a small segment of the battle front; the language is mostly the slang of specified areas, and the anecdotes are localized.
3. Material based on opinion.--Most of these opinions are no longer either practical or valid in the light of subsequent events.
4. Books on underground activities.--It must be recognized that they were heavily weighted with propaganda, and highly colored for consumption.
5. Pamphlets.--They were timely, but ephemeral. Pamphlets, no matter what their source, should be scrutinized closely because many of them are of doubtful value.
6. Aviation books.--These were both imaginative, and informational with the emphasis on excitement.¹

Logasa concluded the article with the recommendation that libraries which cater to research students should conserve all World War II material, but the small libraries will need and should keep very little, and that the material conserved should be stored until such a time as it may be of use. The theological librarian should find this article an exceedingly beneficial aid and guide for helping him to decide what to do about the World War II material which has accumulated so profusely on his shelves.

¹Ibid., p. 42.

The article, "Weeding the Library . . .," recommended that the librarian remove from the active shelves all books, no matter how excellent the titles, which are in poor physical condition, cheap binding, yellow paper, fine print and generally unattractive. In the field of fiction it also recommended that the librarian weed trivial books of any date which have outlived their popularity, out-of-date fiction by popular authors of many years ago, and books which have not circulated in the past five years. Finally, the article gave the following list of types of material in the library which should be weeded from the major sections of the Dewey Decimal Classification:

100's: Out-of-date psychologies, hypnotism, mental healing of the last century, how to be happy, temperance tracts, duties of children, etc.

200's: Out-of-date mission study manuals, old books of rituals, hymn books, out-of-date editions of sectarian books.

300's: Woman suffrage publications, old child labor books, out-of-date educational information such as catalogs, handbooks, etc. (Material in this class of historical value should be saved or given to a large reference library).

400's: Bulky histories of languages.

500's: Old textbooks and treatises.

600's: Home decoration of other years.

700's: Follow the same general practices as under fiction.

800's: Follow the same general practice as under fiction.

900's: Old histories no longer considered authentic in light of recent research.

910's: Travel in 1800's in Europe and North America except that of historical importance.

920's: Old biographies of persons little known today.¹

In regard to what should be weeded from the library, Munster was in complete accord with the recommendations made in

¹"Weeding the Library . . .," op. cit., p. 21.

the article heretofore discussed. Also, she gave the following directions for weeding the book collection:

Discard books which are worn and the material not worth rebinding; those which are outmoded; those with print difficult to read; those on subjects which inventions and discoveries have made the information incorrect, such as transportation, medicine, travel; education books where change in subject matter as well as method leaves little for them to offer; old sets of fiction books; sets of histories; tedious drab biographies; and bound magazines the contents of which contribute nothing to needed information.¹

When to weed.--There is no general rule as to when the library should be weeded. It is, for the most part, a matter of opinion and the program of the particular library. Every conceivable plan can be found; some librarians do it when taking inventory; some, at certain fixed times every year when there is a slack period; some examine one class each month, except vacation months, and go through the entire system during the year. It is really up to every library to make its own choice according to its own situation, problems and possibilities. What really matters most is that weeding is done regularly and systematically, not haphazardly. This assertion is supported by Davidson in the following statement:

It's better to do a little weeding all the time than to do it in spurts and sags. Maybe a shelf or two each day will be sufficient. The ideal is to get through the whole collection once a year. Don't let anything keep you from getting to it somehow.²

¹Munster, op. cit., p. 444.

²Davidson, op. cit., p. 458.

Mark Reeley recommends in the article, "Book Selection, Positive and Negative"¹ that, ideally, weeding should be a continuous process, the library shelves being kept permanently fresh by the immediate removal of any book recognized as too worn, too old, too out-moded to have a place there. Also, a wholesale procedure with a flourish too often causes the librarian to allow reluctance to give place to recklessness and leads to a life-long regret over having discarded some valuable irreplaceable work. On the other hand, if there is storage space for them, it is just as well to deposit questionable material there to await some second thoughts. Nevertheless, it was felt that wholesale weeding of a library has a special value in showing up the weaknesses of the collection as a whole. Of course, this value is largely lost unless weeding is followed closely by replacements.

For the theological library, which is too often understaffed and overstocked with useless books, the following suggestion for when to weed the library was especially recommended.

Every time a book is handled in the library, if time permits, it should be examined as to its physical condition and to its suitability. At least once a year the entire collection should be examined to find those worn-out books missed in the process of circulation, to remove books which no longer justify their space on the shelves because of infrequent circulation, and to consider the needs of replacement of books in poor editions with better editions as funds permit.²

¹Mary K. Reeley, "Book Selection, Positive and Negative," Wisconsin Library Bulletin, XXXVIII (1942), pp. 89-92.

²"Weeding the Library . . . ," op. cit., p. 17.

How to weed.--The next problem confronting the librarian is the mechanical process of weeding. The articles studied and discussed in this chapter all generally agreed on the procedures the librarian should follow in actually withdrawing books from the library. The procedures they suggested can be employed by the theological library with satisfactory results: First, the book cards, pockets, date due slips, and all other charging materials are removed from the books, and the books are marked "withdrawn" on the accession record, as well as at all other places where the library's identification mark has been placed in the book, thus eliminating all evidence of ownership. All valuable illustrations should be removed and added to the picture file. The shelf-list and catalog cards should be withdrawn if there is only one copy of the book and it is not to be replaced at once. If the library owns more than one copy of a book, and the additional copy or copies is to be kept, then "withdrawn" should be marked opposite the appropriate accession number on the shelf-list card, and, of course, the cards are not removed from the catalog. An accurate record of the number of books withdrawn and the date of withdrawal should be kept and the total number listed in the monthly and annual reports.

With these rules of procedure clearly in mind the librarian will be prepared to get at his task in the frame of mind and with the determination recommended by Munster:

Discard only those books for which there will be time to revise all records. Take one section at a time. Have a mind set to discard ruthlessly, with the idea of removing the sick books, those contributing little toward inspiration and correct information. . . . Consult reliable booklists

and ask advice from the faculty about those books which you are in doubt.¹

Who should weed?--The problem of "why," "what," "when," and "how" to weed have all now been dealt with, but there is still the question of "who." Who should do the weeding? From the literature written on weeding during the past twenty years it has been revealed that there is no standard rule or procedure advocated for the first four processes. However, on the question of who should do the weeding, the articles reach a more uniform degree of accord. They all generally maintain that the weeding and discarding program should logically be the responsibility of the librarian. Nevertheless, this contention does not mean that the librarian has the personal right to dispose of library materials solely on the bases of individual motives, personal censures or prejudices. The librarian is also warned against the unsystematic disposal of books for no other reason than the binding is worn, the imprint is not correct, or the title is not familiar.

In the article, "Librarian as Enemies of Books,"² R. G. Adams stated that readers are not the only ones who jeopardize or shorten the careers of books as, frequently, the librarian is equally guilty. Appalled at the great amount of materials piling up in the library, the librarian's first impulse is to get rid of duplicates and to dispose of "useless"

¹Munster, op. cit., p. 445.

²R. G. Adams, "Librarian as Enemies of Books," Library Quarterly, VII (1932), pp. 317-31.

books. But, according to Adams, it takes an expert to determine which books actually duplicate each other, and which are "useless," and these decisions are ones which should not be left up to an assistant or to a subordinate. Emma Baldwin stated further that "book selection and discarding are two operations which distinctly call for professional knowledge, experience, and judgment."¹

Bernt maintained that the person who takes care of book selection should also do the weeding.² It is not that other persons should not be concerned with the problem, but he felt that even though other help were enlisted, the final decision must remain with the librarian. To this task he ascribed the various aids which are at the librarian's disposal. First and foremost, he referred the librarian to the numerous professional aids as the catalogs, lists, guides, etc., which are published by the American Library Association and The H. W. Wilson Publishing Company, and which are used in the tasks of book selection. Other helps which were recommended were staff members who are specialists, the faculty, ministers in the community, newspaper men and the trustees. However, on enlisting these persons for aid, Bernt concluded with the following warning:

You can't be expected to know all the subjects, but you must know the man. He may adhere to some political, religious, scientific, or other belief or school that will

¹Emma V. Baldwin, Library Costs and Budgets (New York: R. R. Bowker Co., 1941), p. 178.

²Bernt, op. cit., p. 24.

accordingly influence his judgment. The final decision, I repeat, must be made by you.¹

and in a similar vein it was pointed out in the article "Weeding the Library . . .":

The librarian should personally take charge of the first step of the weeding process, if she has studied the principles of book selection in a course of library training, or if she has learned through years of experience the needs of the community and the usefulness of a book of all classes.

Use the advice of persons whose judgment you can trust. Check up on their advice with standard lists. Newspaper-men can give advice on local items, and obsolete texts are quickly recognized by teachers and school principals.²

Reeley felt that the task of weeding, however, should not be left up entirely to the librarian, but rather that he should solicit aid from the other members of the library staff as well as outside help in all his decisions on weeding. She concluded with the following assertion that

under the principle that two heads are better than one, the weeding process should be the responsibility of more than one person, even though that one person is the librarian.³

Solutions to weeding problems.--It will be advantageous and necessary for the theological librarian to be on the alert to overcome the blockages to his weeding program, and, at the same time, to enlist all the aids possible that will enable him to do the weeding job more efficiently. Many of his problems can be solved through a study of the solutions other librarians

¹Loc cit.

²"Weeding the Library . . .," op. cit., p. 24.

³Reeley, op. cit., p. 90.

have used to solve problems similar to his.

Let no book remain on the shelves unless someone fights to keep it there. Let an undefended book be a condemned book. This must be accepted as the philosophy of the modern research library. Gone must be the static conception of the library as a storage organ, and in its place we must conceive of the library as a dynamic circulatory system, a channel through which books pass on their way from the publisher to the incinerator.¹

With this statement, which some librarians perhaps will consider debatable, not to say controversial, Garrett Hardin gave a detailed plan for relegating certain portions of the weeding duties to the various departments of the school, thereby relieving the librarian of the complete responsibility of weeding the library with the staff alone. The plan entailed the checking of all books by departments during each five-year period and sending all those books of questionable value to the various department heads either to be defended or condemned relative to their continuance in the library. With each book a card was sent with items to be checked as follows:

- "_____ 1. We defend the book. Retain all copies.
- "_____ 2. Retain one copy. Destroy duplicates.
- "_____ 3. No judgment. Refer to _____ individual or department for judgment.
- "_____ 4. No defense. Final ban should be published."²

Any book that was defended would be returned to the library for another five-year period. . . . The book would come up again and again for judgment. The first two periods of sufferance might perhaps be five years each, then perhaps by four twenty-year periods. At the end of a hundred years, if the book were still in existence, it might be put on a hundred-year sufferance, indefinitely renewable (upon

¹Garrett Harding, "The Doctrine of Sufferance in the Library," College and Research Libraries, VIII (1947), p. 120.

²Loc. cit.

defense), but never extendable without defense.¹

It is generally felt by most librarians that something should be done about non-circulating books, but the matter of actually doing it is all too frequently delayed. Anita Johnson related in the article, "Weeding Deadwood,"² how she did something about it in one library (Dryades Branch, New Orleans, Louisiana, Public Library) and doubled the circulation of its old books enough to at least pay for their shelf space. She attributed the cause for "deadwood" to "the attention focused on the new books constantly being added, which directs the attention from the once popular ones."³ With this conviction in mind she constructed an eye-catching display of the older books in the library. Above the books the following lines appealed to the patrons:

You can see how sad I am,
No one knows how mad I am,
Sitting on the shelf all day,
What a life to stay and stay,
So I ask you kindly sir,
Maybe you my lady fair,
Turn my page, take me home
Read me, chase away my gloom.⁴

In the article, "Discards and Displays,"⁵ Marie Newberry gave in detail the working procedures which were used by a Branch

¹Ibid., p. 124.

²Anita L. Johnson, "Weeding Deadwood," Library Journal, LXV (1940), p. 510.

³Ibid.

⁴Ibid.

⁵Marie A. Newberry, "Discards and Displays," Library Journal, LV (1940), pp. 14-17.

of the Dayton, Ohio, Public Library to determine whether a book had been "read out." While her discussion of the procedures was especially concerned with the branch library collection, she recognized the problem as one for all libraries. It was generally felt by the author of the article that obsolescence was not due to the age of the book, but to the lack of properly bringing the book to the attention of borrowers who would find it useful or interesting. Over a period of three years the branch tested the value of advertising, i.e., displays, by keeping track of the circulation, and watching dates. It was noted that the circulation of books formerly candidates for the "Deadwood Discard" list stepped up to a phenomenal increase. Also from statistics it was learned which displays brought the best results. Displays under titles such as "The Book Parade," which was used to bring attention to books on upper and lower shelves, "Newcomers of the Past Years," used to bring back attention to books published in previous years, and "Unseen Titles," used to display books too tall to stand up straight on the shelves, all put into circulation many books which would have been unused and classed as "obsolescent."

In the article, "Is Binding the Answer?"¹ Robert C. Sale, chief librarian, Research Department, United Aircraft Corporation, East Hartford, Connecticut, gave the solution to the problem of overcrowdedness when he was faced with the task of discarding or retaining seldom-used materials. Because

¹Robert C. Sale, "Is Binding the Answer?" Special Libraries, LXV (1940), p. 380-2.

periodicals and reports grew at such an alarming rate, he found that one of the following three policies had to be established: (1) discard much of the material, (2) retain the material in some type of micro-reproduced form, or (3) retain it by some means in the original."¹

The library made a survey among the research people it serves and found that indiscriminate or wholesale discarding was definitely not the answer.

Next, a cross section of the library's clients was surveyed to learn what their attitude was toward the use of publications in micro-reproduced form. An attitude of antagonism was found at the mention of microfilm or any type of reproduction that required magnification in order to read the material. Another obstacle to the plan was the cost of micro-reproduction, as it would be necessary to install a number of reading machines in each department.

The last resort was to retain the material in its original printed form. This problem was solved through binding and storage. A building with space for expansion, and within reasonable walking distance was utilized. In spite of the disadvantages, this plan could be accepted as the best solution to the weeding problem in that library, and it might be conveniently applied to the theological library. In regard to the shortcomings of the plan, Sale made the following observation:

I am first to admit that it is not an entirely satisfactory arrangement--distance, even though it is not great,

¹Ibid., p. 380.

is a negative factor. However, we are still convinced that our service is best when we can furnish the material in its original page form.¹

In another article, "The Future of the College Library,"² Carter Davidson advanced the following solution to the librarian's problem of overcrowdedness:

I have visited libraries which have expanded the building three or four times by adding wings and floors and tunnels-- architectural monstrosities and labyrinths of darkness and complexity. But we can't afford to build new library buildings every twenty years and our donors won't finance a building to allow for thirty-two times as many books a century from now. What can we do? We can cull, we can weed, we can keep the size of our active book collection at some reasonable figure, say fifty thousand volumes for a student body of five hundred, and we can store those of the others we keep. Burn, bury, sell, or give away the rest. Maybe the students would like some to take home for keepsakes. How is a library different from an Indian? The only good book is a live book.³

The theological library, like the highly specialized library, cannot over emphasize the value of securing outside aid in its weeding program. Margery Bedinger explained how the Denver Public Library's science and engineering department secured such aid by enlisting the advice of local subject specialists in selecting and discarding library material:

A local authority in each major field and in important minor ones is discovered, contacted, and asked to serve as adviser in his or her field. The duties and privileges are explained and the person is asked to come to the library. When the adviser comes, the idea is further elucidated . . . Then, the new adviser is shown the books, pamphlets, and periodicals in his field and asked to weed out any that may be no longer useful or may be dangerous because of obsolescence and to suggest titles which should be added to the collection. When the titles have been discarded and

¹Loc. cit.

²Carter Davidson, "The Future of the College Library," College and Research Libraries, IV (1943), p. 116.

the suggested ones purchased, we know that that section of the library is in fine condition.

Advisers are encouraged to suggest purchases on their own initiative. However, the suggestions of the advisers are not followed blindly. No book is discarded without careful scrutiny from the library point of view.¹

Through a process of documentary analysis of the selection aids, A List of Books for College Libraries, by Charles B. Shaw (Chicago: American Library Association, 1931) and A List of Books for Junior College Libraries, by Foster A. Mohrhardt (Chicago: American Library Association, 1937), Charles Gosnell evaluated their marked preference for newer books in their list of books for college libraries.² He thereby drew the conclusion that older books in general have less value for use in the college library. It can be of special benefit to the theological library to consider the findings of Gosnell in its book selection, and his following statement should have valuable weight in the acceptance of gift collections:

An offer of a large gift of older material can be weighed with regard to what it will do to the present distribution of a library. It might fill in the gaps left in the past, but, more likely, it will increase the proportion of obsolescent material. And, if the library is to maintain the same standard in the future, the pace of adding new books and discarding old ones will have to be accelerated.³

Circulation.--The librarian will have to decide, in light of his own particular situation, the question of how much

¹Margery Bedinger, "Getting Help from the Community," A. L. A. Bulletin, XL (1946), p. 56.

²Charles F. Gosnell, "Obsolescence of Books in College Libraries," College and Research Libraries, V (1944), p. 125.

³Loc. cit.

the circulation records should influence decisions regarding the weeding of books from the library. There are many more questions to be answered: Is it the library of a school that engages in much research and awards higher degrees that the bachelor's degree? What are the emphases of the curriculum of the particular school? Does it emphasize historical studies or the newer developments of religious education and psychology? What is the financial status of the school and the appropriation to the library budget? What is the enrollment of the study body? These, and many other questions, play an important part in deciding on the amount of use a book should receive, and when and how often it should circulate before it should be considered for withdrawal.

Margaret Davidson gave the following viewpoint on the part circulation should play in the weeding program:

Date slips are a good guide to the amount of use a book is receiving. You are safe in regarding very critically any book which hasn't circulated for five years. You won't by any means wish to discard every book which isn't circulating, but the fact that they have waited so long for a customer is an indication that they belong in the deadwood category. It is also well to remember that the mere fact that the book continues to circulate is no guarantee of its worth. It may be that your patrons are forced to use an old and inaccurate book because you don't have a recent one in the field.¹

Reeley took an opposite viewpoint of the value of circulation,² and maintained that circulation was no true indication of the value of a book and that, although a client borrowed

¹Margaret Davidson, op. cit., p. 457.

²Reeley, op. cit., p. 90.

a book, the circulation record did not reveal whether or not he found the information he was seeking. She also felt that circulation does not tell whether a book is good and satisfying in terms of the readers' purposes. On the other hand, the circulation record does indicate that there is a demand for information of a type which the librarian should make available in its best content form.

Disposal of weeded materials.--There is, naturally, no one way to dispose of weeded materials that is ideal under all circumstances and for all libraries. The type of material, its quality and condition, and the amount to be disposed of are all determining factors. It has been observed that, other than through discarding as waste paper, it is more difficult to dispose of religious books, perhaps because of the multiplicity of them, than it is to dispose of books in other fields.

In the article, "Disposal of Unneeded Publications in a Public Library,"¹ Raymond Shove, gave a list of methods of books disposal from which the theological librarian might select the method which would solve his problem best in deciding what to do with books that have been weeded from the library shelves and those that have been set aside from gift collections. The suggested methods are intended to be of assistance particularly to small public libraries, but the theological librarian should derive benefit from the application of them to his weeding

¹Raymond H. Shove, "Disposal of Unneeded Publications in a Public Library," Minnesota Libraries, XVII (1952), pp. 67-76.

program. Shove outlined the list of methods with annotations to help guide the librarian as follows:

1. Sale to booksellers.--The common practice is either to invite booksellers in to look over the material or to make up lists and send them to dealers most likely to be interested. . . .

Most dealers do not hesitate to quote prices that they will pay for items in which they are interested, if the items are carefully described.

2. Gift, exchange, or sale to other libraries.--Books and other publications not needed in one library can sometimes be used in another library. . . . Ordinarily such items are turned over to the research library as gifts, but most research libraries are also willing to purchase those which have commercial value.

3. Consign for sale at book auction house.--It is improbable that a small library will weed from its collections publications of sufficient commercial value to warrant sale by a book auction house. It is conceivable, however, that a library might receive by gift a collection of books at least part of which it would not need, and which could be disposed by sale at auction.

4. Sale to public.--Such sales may furnish the library with funds for book purchases, but, perhaps more important, it may promote personal ownership of books.

Sale to the public must not be means of palming off worn-out, poor, or obsolete books. Unneeded duplicates, gift books of good quality unlikely to receive sufficient use to warrant their addition to the library might be worth distributing in this way if no better disposition can be made.

5. Offer to public without charge.--There would seem to be little to be said in favor of such policy. If books are of such poor quality or in such a dilapidated condition that they have no sale value whatever, a library is likely to be doing a disservice, rather than providing a useful service, by distributing them in the community. If a book is worth owning, it should be worth paying for, even though the price be a nominal one.

6. Put in storage.--If for any reason the librarian is hesitant or unable to make a final disposition of publications of questionable use or value, she may follow the increasingly popular practice of taking such material off the main shelves and placing it in separate storage, possibly in the basement, until a decision can be reached.

7. Waste paper.---. . . Many publications should be returned to the pulp mill. Usually the librarian will be able

¹Shove, op. cit., p. 67-69.

to recognize those which should be preserved, but if she is in doubt, she should seek the advice of booksellers, other librarians, or individuals in the community who are informed on the subject matter in question.¹

¹Shove, op. cit., p. 67-69.

CHAPTER III

THE OVER-ALL PICTURE OF THE THEOLOGICAL INSTITUTIONS SELECTED FOR SURVEY

Description of the Schools

The executive Committee of the American Association of Theological Schools applies the following definition to theological seminaries in the process of establishing their accreditation:

Institutions devoted to theological education go under many names. In the United States, 'Theological Seminary' is frequently used, as are the terms 'Divinity School' and 'School of Religion.' In Canada the common term is 'Theological College,' ordinarily designating a graduate school standing in some affiliated relation with a University. In order to include the usage both in the United States and in Canada the standards speak of 'an accredited Theological Seminary or College.' In the Commission the tendency is to use the term 'theological school' as inclusive of all these.¹

For the purpose of this study, a theological institution is defined as a school that offers courses of study arranged primarily for the training of ministers, and gives at the completion of these courses a theological degree, certificate, or diploma.

The purpose of this section of the study is to present an overall picture of those schools which participated in this

¹The American Association of Theological Schools, Minutes of the Seventeenth Biennial Meeting (Columbus, Ohio: Capital University press, 1952), p. 9.

survey.¹ The data were summarized from statements found in the most recent editions of the institutions' catalogs.

The fifty-two theological institutions comprising the master list of seminaries which participated in this survey were of the following types:

1. Institutions belonging to a particular denomination and primarily responsible for the training of its ministry; e.g., the Lutheran institutions.
2. Institutions aiming to serve the church as a whole and therefore uniting in the faculty and student body men of different denominations; e.g., Union Theological Seminary in New York City.
3. Institutions with a pressing responsibility to special communities; e.g., Gammon Theological Seminary, which is faced with problems of practical adjustment not necessarily shared by other institutions.
4. Institutions committed to graduate study of university grade; e.g., the Divinity School of the University of Chicago.
5. Institutions training for a differentiated ministry; e.g., Chicago Theological Seminary.

The schools differed widely in purpose, standards and relationships. Some of them were strictly denominational institutions concerned exclusively with training ministers for their particular communion, and some were interdenominational in character, seeking to train ministers regardless of their denominational affiliation. Some were strictly graduate schools, admitting only students who had a bachelor's degree from an accredited college; while others admitted students with lesser qualifications on the recommendation of the faculty. Some were

¹See list of schools surveyed in APPENDIX I.

independent institutions designed exclusively for the training of ministers; others were constituents of colleges and universities serving other purposes. Some conceived the training of ministers narrowly, emphasizing the pastoral ministry of the conventional type; others definitely planned to fit men for a differentiated ministry, and still others associated with their theological departments other schools or departments designed to prepare lay workers for Sunday-school work and other forms of the affiliated ministry. Some confined their work to teaching, and contributed little to productive scholarship, while others made liberal provision for research, and attracted students who were candidates for higher theological degrees.

Geographical Distribution

The areas in which these different institutions were distributed are not without significance, since it makes a difference in any comprehensive program of weeding whether or not the institutions are uniformly distributed according to population areas or are concentrated in certain centers. A further difference of importance occurs when seminaries are situated in or near great cities where other educational facilities are available, or are located in small communities where they must rely almost wholly upon their own resources. It is likely that libraries of institutions located in small communities are less likely to practice a wholesale weeding program even though much of their material may be obsolete. On the other hand, institutions such as those in the Chicago area

are more prone to weed materials from their libraries due to the fact that they are located near other university libraries and depositories from which they can secure, on demand and without much loss of time, less frequently used materials.

TABLE 1

GEOGRAPHICAL DISTRIBUTION OF ALL THEOLOGICAL
SEMINARIES IN THE UNITED STATES BY STATE

Pennsylvania	12
Illinois	11
California	7
Massachusetts	7
New York	6
Ohio	5
New Jersey	4
Texas	4
Connecticut	3
Georgia	3
Iowa	3
Kentucky	3
North Carolina	3
Tennessee	3
Virginia	3
District of Columbia	2
Michigan	2
Minnesota	2
Missouri	2
Wisconsin	2
Colorado	1
Indiana	1
Louisiana	1
Maine	1
Maryland	1
Nebraska	1
Oklahoma	1
South Carolina	1
Total	<hr/> 96

Tables 1, 2 and 3, have been presented to illustrate the geographical distribution of all the theological seminaries throughout the United States, and the fifty-two seminaries

included in this study. The purpose has been to demonstrate the situation as a whole, and to point out that, with certain variations, the distribution of the theological seminaries included in this survey followed the broad lines of the distribution of the population.

TABLE 2

GEOGRAPHICAL DISTRIBUTION BY STATES OF THE SEMINARIES
PARTICIPATING IN THIS SURVEY

State	Number of Institutions
California	5
Colorado	1
Connecticut	2
District of Columbia	1
Georgia	3
Illinois	5
Indiana	1
Iowa	2
Kentucky	1
Maryland	1
Massachusetts	4
Michigan	2
Minnesota	2
Missouri	1
New Jersey	3
New York	2
Ohio	3
Oklahoma	1
Pennsylvania	8
Texas	2
Virginia	2
Total	<hr/> 52

Most of the seminaries were concentrated east of the Mississippi River and north of the Mason and Dixon Line (see Table 3). There was a heavy concentration of seminaries in Pennsylvania, Illinois, California, Massachusetts, New York and Ohio, attributed, in part, to the concentration of large populations in those states.

TABLE 3

GEOGRAPHICAL DISTRIBUTION BY SECTIONS OF THE
SEMINARIES PARTICIPATING IN THE STUDY

Northeastern States	Number of Schools
Connecticut	2
Indiana	1
Illinois	5
Massachusetts	4
Michigan	2
New Jersey	3
New York	2
Ohio	3
Pennsylvania	8
Northwestern States	
Colorado	1
Iowa	2
Minnesota	2
Oklahoma	1
Southeastern States	
District of Columbia	1
Georgia	3
Kentucky	1
Virginia	2
Maryland	1
Southwestern States	
California	5
Missouri	1
Texas	2
Total	<hr/> 52

Most of the seminaries were concentrated east of the Mississippi River and north of the Mason and Dixon Line (see Table 3). There was a heavy concentration of seminaries in Pennsylvania, Illinois, California, Massachusetts, New York and Ohio, attributed, in part, to the concentration of large populations in those states.

Religious Denominations

The relationship which denominational affiliations have to the weeding program of libraries may be found in the assumption that those denominations which support a large number of theological schools, as opposed to those which support a few schools, are apt to have in their school libraries more obsolescent materials which should be weeded.

TABLE 4

DENOMINATIONAL DISTRIBUTION OF THEOLOGICAL SEMINARIES USED IN THE STUDY

Denominations	Number of Seminaries
Lutheran	9
Methodist	7
Presbyterian	7
Baptist	5
Episcopal	5
Reformed	5
Disciples	4
Church of the Brethren	1
Congregational	1
Evangelical	1
Interdenominational	3
Non-denominational	4
	<hr/>
Total	52

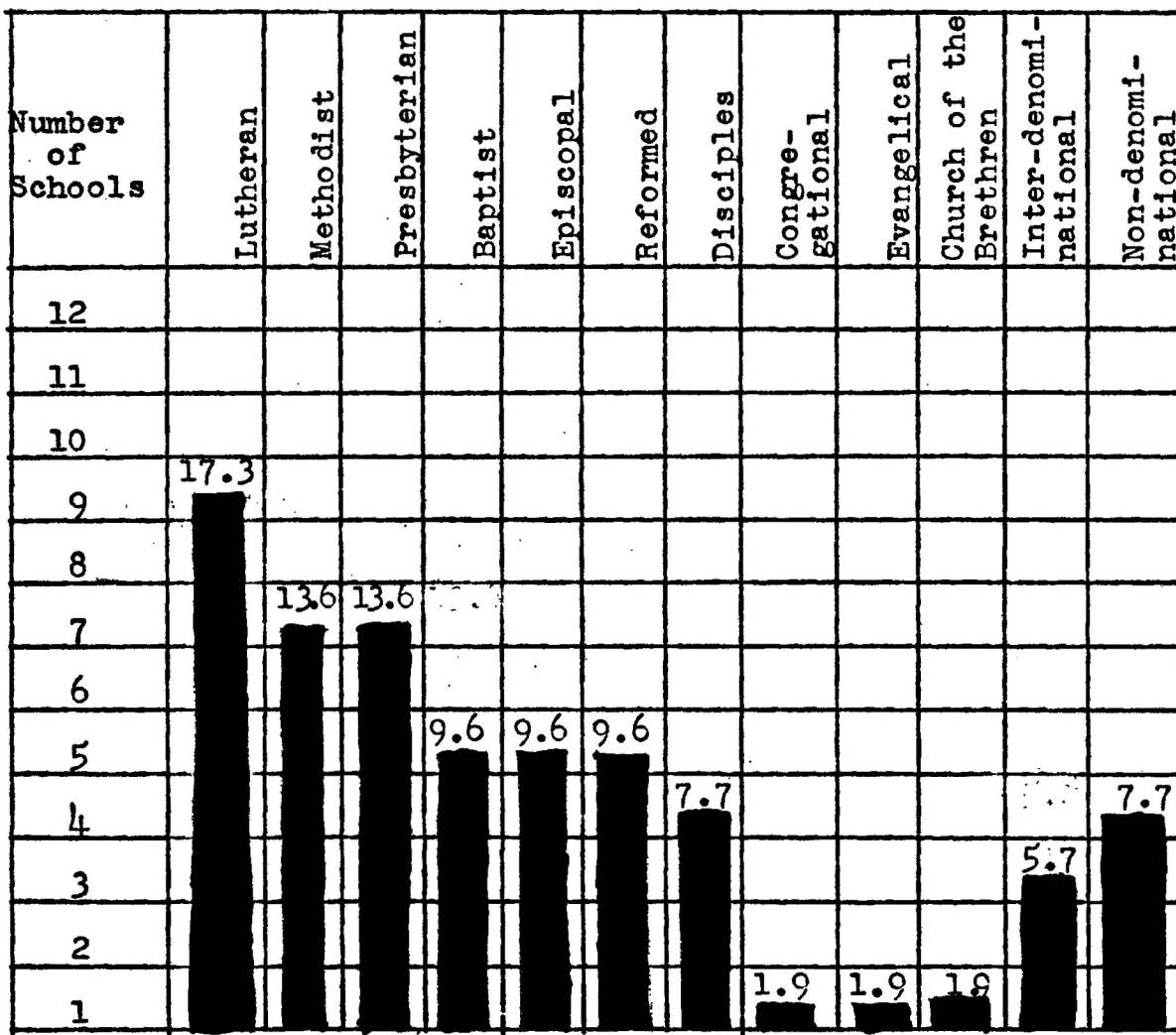
In order to pursue this idea further, and to present a picture of the number and percentile rank of the number of the different denominations supporting seminaries, the fifty-two institutions included in this study were grouped according to denominational families in Tables 4 and 5.

Enrollment

During the academic year 1951-52, 12,251 students

- | | |
|---|--------|
| 1. Total enrollment of all seminaries . . . | 12,251 |
| 2. Largest enrollment of any one school . . | 2,160 |
| 3. Smallest enrollment of any one school . | 43 |

PERCENTILE RANK OF DENOMINATIONS SUPPORTING THEOLOGICAL SEMINARIES



The seminaries' catalog rosters revealed that the students came from nearly every state in the Union, and that the largest proportion came from small towns and cities with populations below 50,000 residents; only about one-fifth came from large cities. The majority of the students were listed as having already obtained the college degree which, for regular students, is an admission requirement of all the schools surveyed. There was a small fringe of students enrolled as special students who had not received the college degree.

From a study of the data it was generally concluded that the librarian's responsibility for keeping the library weeded of out-of-date and badly worn books in order to make place for newer material would be influenced naturally by the number of students the library was to serve. Also it was felt that the libraries which had to serve large numbers of students from rural areas, where library facilities are usually less adequate, would need to retain on their shelves more background and introductory materials which normally would be weeded sooner by the library that served principally students who had come from cities. It was further felt that the libraries of those seminaries that enrolled students above the college level, would more readily weed material of college grade than they would if the seminaries accepted students who had not earned a college degree.

The Faculty

The usual way in which the educational background of

seminary professors is determined is through a study of the number and types of academic degrees they hold. This was the only measurement definitely available in the school catalogs. In so far as higher degrees may serve as a measurement of scholarship, the seminary faculties compared favorably with other institutions of similar educational work. Among the combined faculties of the 52 schools surveyed, there was an unusually large number of earned degrees of the higher grades, there being no case where the average was below two (see Table 6).

The faculty, however, is not only a teaching body, but a social force that acts and reacts upon the student body in many ways. It was concluded that professors who had earned degrees would be better prepared to teach, would have a better knowledge of research methods, be more disciplined for further study, would be more likely to use the library regularly themselves, and would inspire students to use it more. This increased use would naturally result in a greater need for the librarian to have an activated weeding program in order to keep the shelves cleared of obsolescent and ephemeral materials and to make available scholarly and research material of good content and condition.

Connections with Universities and Other Schools

A decidedly progressive trend in theological education which has made a contribution to the general adjustment of theological library problems is the tendency toward affiliation.

TABLE 6

DISTRIBUTION OF DEGREES AMONG FACULTY OF THE
THEOLOGICAL SEMINARIES SURVEYED

Earned Degrees	Number
Master's	
Master of Arts	286
Master of Science	54
Master of Religious Education	46
Master of Sacred Theology	92
Doctor's	
Doctor of Philosophy	452
Doctor of Theology	176
Doctor of Education	9
Doctor of Medicine	10
Honorary Degrees	
Doctor of Divinity	392
Doctor of Laws	121
Doctor of Letters	59
Doctor of Humane Letters	46
Total	<hr/> 1743

Union Theological Seminary in New York, for example, while an independent institution, maintains an intimate association with Columbia University and Auburn Theological Seminary through the exchange of professors, the granting of higher academic degrees, and through inter-library use. In some instances, seminaries cooperate with other seminaries not always of the same denomination. The affiliation between the University of Chicago Divinity School and the Chicago Theological Seminary provided an example of such cooperation. There programs and research projects are planned together and courses organized so as to make the work supplementary and complimentary for both institutions. Another example was the affiliation

of Gammon Theological Seminary, in addition to four other institutions in Atlanta, with Atlanta University. The catalogs also indicated that some of the seminaries were not only affiliated, but were constituent parts of other institutions (see Tables 7 and 8).

TABLE 7

INSTITUTIONS OF THIS SURVEY WHICH ARE AFFILIATED
WITH OTHER INSTITUTIONS

Institutions	Affiliated Institutions
Andover-Newton Theological Seminary	Harvard Divinity School
Berkeley Baptist Divinity School	University of California
Chicago Theological Seminary	University of Chicago
Church Divinity School for the Pacific	Pacific School of Religion
Crozer Theological Seminary	University of Pennsylvania
Eden Theological Seminary	Elmhurst College
Episcopal Theological Seminary	Boston University, Harvard
Gammon Theological Seminary	Atlanta University, Clark College
General Theological Seminary	N. Y. University, Columbia University
Hartford Seminary Foundation	Trinity College
Iliff Theological Seminary	University of Denver
Lutheran Theological Seminary	University of Pennsylvania
McCormick Theological Seminary	Lane Theological Seminary
Pittsburg-Xenia Theological Seminary	University of Pittsburg
Princeton Theological Seminary	Princeton University
Theological Seminary of the Reformed Church in America	Franklin and Marshall College
Western Theological Seminary	Midland College

Thus, it would naturally seem to follow that the libraries of those seminaries which are affiliated with universities and other schools would be able to maintain a more activated weeding program through the cooperative plans of having only one copy of a seldom-used book in either one of the libraries, thereby enabling the other affiliated libraries to weed their collections

of duplicate copies.

TABLE 8

INSTITUTIONS OF THIS SURVEY WHICH ARE CONSTITUENT
PARTS OF OTHER INSTITUTIONS

Institutions	Constituent Departments of
Bexley Hall Theological Seminary	Kenyon College
Boston Univ. School of Theology	Boston University
Brite College of the Bible	Texas Christian University
Butler Univ. School of Religion	Butler University
Candler School of Theology	Emory University
Hamma Divinity School	Harvard University
Temple School of Theology	Temple University
Dubuque Theological Seminary	University of Dubuque
University of Southern California School of Religion	University of Southern California
Yale Divinity School	Yale University

Degrees Offered

It was observed in the various school catalogs that the requirements for graduation were more carefully defined than those for entrance, although both are essential elements in the maintenance of proper academic standards, and research endeavors. Variations in the requirements of particular seminaries appeared in the following areas: (1) the number of years required for graduation, (2) the average grade required, and (3) the number of years of residence required. The number of years required for graduation is naturally determined by the course pursued and the type of recognition to which it leads.

The lowest type of recognition any of these institutions gave for work pursued by students was the diploma or certificate, which was awarded by ten of the institutions surveyed.

The degrees awarded by the fifty-two institutions

included in this study were of five kinds:

1. The divinity bachelor's degree (Bachelor of Divinity, Bachelor of Theology, or Bachelor of Sacred Theology), awarded by forty-nine institutions.
2. The divinity master's degree (Master of Theology, Master of Sacred Theology and Master of Sacred Music) awarded by thirty-seven institutions.
3. The collegiate master's degree (Master of Arts or Master of Arts in Religion), awarded by eighteen institutions.
4. The collegiate Doctor's degree (Doctor of Philosophy), awarded by seven institutions.
5. The divinity doctor's degree (Doctor of Theology, Doctor of Sacred Theology and Doctor of Religious Education), awarded by thirteen institutions.

From the study of the degrees awarded by theological seminaries, the following general conclusions were drawn:

1. The library's weeding program is greatly influenced by the number and types of degrees offered by the seminary. This idea is conceived in light of the fact that pursuit of higher degrees usually requires the use of material that must be up-to-date, of good content, and available in good form.

2. The awarding of higher degrees by the seminaries makes it necessary for the library to retain much historical and research material which would otherwise be discarded were the degrees not offered.

The Curriculum

In the examination of the prescribed courses of study outlined in the catalogs of the seminaries of this study, it was observed that variations in the theological curriculum revolve around a central core of studies which were fairly

constant for all the seminaries. All offered some work in the basic fields of English Bible, Biblical Greek and Hebrew, Church History, Systematic Theology, and Practical Theology. These five subjects constituted the background of all of the theological curricular studies.

The only outstanding differences found between the curricula of the seminaries were the developments from the original stem. The chief variations were mostly an expansion into wider aspects of the older fields. The new fields developed were mainly three: (1) Comparative Religion and Missions, (2) Religious Education and Psychology, and (3) Christian Ethics and Sociology. These three plus the five basic fields constituted the eight main divisions or departments into which all seminary courses could be conveniently and systematically classified.

Just as the theological library's weeding program might be conditioned by the types of degrees the seminary awards, it was similarly concluded that the program would be influenced by the type of curriculum the seminary followed. It was further inferred that whenever the seminary discontinues certain older courses, or revises or modifies its curriculum to include new courses, the librarian will have the responsibility of weeding from the library those books which are no longer needed, and to make room for materials for the changed curriculum.

CHAPTER IV

FINDINGS OF THE SURVEY

This chapter is based upon the completed questionnaires returned by the libraries listed in APPENDIX II. A copy of the letter sent to the libraries requesting answers, and a copy of the questionnaire itself may be seen in APPENDIX III. As was stated in the introduction to this study, the questionnaires were sent to all the 68 theological seminaries which are accredited members of the American Association of Theological Schools. Of the 68 schools, 52, or 77.9 per cent, returned the questionnaires.

Not every question was answered by all of the libraries that returned the questionnaires; however, the percentage of answers returned by each library was sufficient, in most cases, to summarize and draw conclusions for theological libraries in general.

Status of the Libraries Surveyed

Number of Volumes

The figures given in Table 6, indicating the size of the book collections of the selected libraries in this study, represent, in addition to the books, a number of periodicals, pamphlets and government documents. Most of the libraries were unable to supply information relative to the number of periodicals,

pamphlets and government documents contained in their collections. Thus, 18 libraries included the number of bound periodicals in the total number of books reported; three included the number of pamphlets; and one included in the total the number of unbound periodicals. Nevertheless, as far as it has been possible to determine, the figures cited in the computations represent book holdings for the 52 theological libraries surveyed in this study.

TABLE 9
HOLDINGS OF 52 SELECTED
THEOLOGICAL LIBRARIES

Number of Books Held	Number of Libraries
Below 15,000	3
15,000 to 24,999	7
25,000 to 34,999	8
35,000 to 49,999	13
50,000 to 74,999	8
75,000 to 99,999	3
100,000 to 175,000	6
Above 175,000	4
	<hr/>
Total	52

The book holdings of the libraries ranged from the lowest of 8,000 volumes to the highest of 274,986. The average collection numbered 44,542. In addition, many theological libraries are located in the vicinity of, or are affiliated with, educational institutions with extensive library facilities. It is impossible to determine how much the library resources of New York City augment the resources of the Union Theological Seminary Library; or to ascertain the value of the Newberry

Library to the church history department of the McCormick Theological Seminary in Chicago. Suffice it to say that theological libraries located near the great library centers have a distinct advantage from the standpoint of potential library facilities over those not so fortunately located.

Periodicals

There were two sources from which the selected libraries generally received their periodicals: (1) by purchase, or subscription; and (2) by gift. The total number of periodicals received by subscription in the 45 libraries reporting for the year 1951-52 was 9,952 and with 50 being the lowest number received by any one library, and 574 being the highest. The average number of subscriptions for all 44 libraries was 221.

The total number of gift periodicals received in 44 libraries was 3,799, with a variation of 420 as the largest number received by any one library; one as the smallest number, and 86 as the average.

Gift periodicals are most frequently those of denominational literature or propaganda. Periodicals secured through gift may be useful to supplement periodicals secured through subscription, but, generally speaking, titles secured through gifts are often of the most ephemeral nature. For this reason, it is assumed that the number of gift periodicals received by a library has an important relationship to the amount of weeding that is done in this area.

Newspapers

The number of newspapers currently subscribed to by the

41 libraries reporting varied from the lowest of none to the highest of 150. The average number received was approximately six, and the total number for all was 258. Generally, the number of newspaper subscriptions of the libraries was quite small. A tabulation of the total subscriptions of the 41 libraries revealed that 11 libraries do not subscribe to any newspapers at all; 10 subscribe to only one; and 13 subscribe to less than five.

The number of newspapers received through gifts was less than the number received through subscriptions. This was revealed from the fact that the total number of gift subscriptions of 34 libraries was only 44; the largest two single numbers were 12 and 10. Sixteen libraries received no gift subscriptions, and eight libraries received one each.

Gift Books Received

Excluding the reports from theological libraries wherein the number and sources of their gift books were not designated, 13 of the 52 libraries reporting did not designate the receipt of any books through gift. Thirty-nine libraries reported receiving from 53 volumes in one library as the lowest to 5,000 volumes in another as the highest. The average for all libraries was 1,136 volumes.

The sources of "gift books received" as reported by 47 libraries were:

1. Retired ministers' libraries.--reported by 39 libraries.
2. Friends.--reported by 24 libraries.

3. Alumni.--reported by 27 libraries.
4. Foundations.--reported by 17 libraries.
5. Other libraries.--reported by nine libraries.
6. The faculty.--reported by six libraries.

The policies which governed the acceptance of books, as reported by 49 libraries, were primarily three: (1) accept all unconditionally, which was the policy of 25 libraries; (2) accept all with the privilege and understanding that those copies not selected or needed in the library may be disposed of, which was the policy of 10 libraries, (3) accept only those copies desired, which was the policy of 19 libraries.

It was noticed that the source from which the largest number of libraries received gift books was libraries of deceased ministers. Because the quality of such gifts often varies, five libraries reported that they generally refuse to accept ministerial libraries, and whenever they accept any gift books, they are exceedingly critical in selecting the volumes to keep. Other libraries apparently accept all the gifts they can secure and are more collective than selective. Considering the cost of cataloging, the cost of housing, cleaning and the weeding of those that have no value, the policy of care and selectiveness as regards ministerial gifts is probably the wiser one.

The Library Quarters: Crowded or Uncrowded?

Of the 48 reporting, 12 libraries stated that their quarters were crowded, nine were extremely crowded, and 27

reported having sufficient space for both their present collections and for future expansion.

The Professional Staff

Of the 52 libraries returning the questionnaire, 100 per cent reported having at least one professionally trained librarian. Twenty-three libraries reported having one librarian each, whereas one library reported having as many as 10 professionally trained librarians. The average number for the 52 libraries was two.

The Non-professional Staff

Forty-three of the libraries reported employing a total of 396 assistants, with the smallest number in any one library as one, the largest number as 40, and the average as nine. Twenty-seven libraries reported employing one secretary each, and 15 reported one typist each. From these computations, it seemed that the average library had a reasonably adequate number of staff members who could assume a part of the responsibility for weeding.

The Book and Periodical Budget

The question of how much of the annual budget was spent for the purchase of books and periodicals was answered by 44, or 85.5 per cent of the libraries surveyed. The amount of expenditure ranged among the 44 libraries from the lowest of \$1,000 to the highest of \$30,000, with \$5,018 the average amount spent. The approximate amount of expenditure in those libraries reporting is shown in the following table.

TABLE 10

BOOK AND PERIODICAL BUDGETS OF 44
SELECTED THEOLOGICAL LIBRARIES

Total Fund for Books and Periodicals	Number of Libraries
Below \$2,000	9
\$2,000 to \$2,999	8
\$3,000 to \$3,999	7
\$4,000 to \$4,999	4
\$5,000 to \$5,999	4
\$6,000 to \$6,999	2
\$7,000 to \$7,999	1
Above \$8,000	9
Total	<hr/> 44

Weeding Practices and Procedures

Of a total of 48 libraries answering the question on whether they had a regular weeding program, 20, or 41.7 per cent reported that they did have a weeding program, as against 28, or 58.3 per cent, that answered that they did not have one. One library emphasized the answer with the statement: "We have a definite program not to weed." It was assumed, nevertheless, that all libraries do at least some form of weeding, even though there be no articulated policy indicated in their manual of procedure.

Reasons for Weeding

Only 20 libraries reported having a regular weeding program, yet, in regard to the question as to what factors determine whether a book should be weeded, a total of 38 libraries reported. Each library indicated from one to six reasons why a book should be weeded from the regular collection. A list of

the factors which determine the weeding of books and the number of libraries in which each factor was considered as a reason for weeding is shown in the following table.

TABLE 11
CONSIDERATIONS IN THE WEEDING PROCEDURES
OF 38 SELECTED THEOLOGICAL LIBRARIES

Factors that Determine the Weeding of Books	Number of Libraries
Value of Contents	38
Duplications	34
Opinion of Librarian and Staff	30
Mutilation	15
Lack of Space	11
Physical Age of Books	9
Advisement of Selection Aids ^a	9
Non-circulation ^b	7
Opinion of Faculty	1

^aSelection aids used: Shaw. . 4; Mohrhardt . . 2, Standard Cat . . 2; Sonnenschein . . 1.

^bIf not circulated in 5 yrs. . . 1; in 10 yrs. . . 1; in 15 yrs. . . 1; in 20 yrs. . . 4.

Reasons for Not Weeding

In answering the question as to the reasons for not weeding, most of the libraries were reticent in their replies. Of the 28 libraries that reported no weeding program, only 13 indicated their reasons for not weeding. These reasons may be seen in Table 12.

In an effort to discover any additional factors which might influence theological libraries in their decisions to have or not have a regular weeding program, various aspects of two comparable groups of libraries were tabulated and compared (see Table 13). The aspects which were compared consisted of

(1) the size of the book collection, (2) the number of gift books received, (3) the size of the library staff, (4) the book and periodical budget, (5) the adequacy of the library quarters, and (6) the storage facilities.

TABLE 12

CONSIDERATIONS IN THE NON-WEEDING PROCEDURES
OF 13 SELECTED THEOLOGICAL LIBRARIES

Factors that Preclude the Weeding of Books	Number of Libraries
Books Retained for Potential Research	9
Lack of Personnel	6
Lack of Funds	3
Lack of Time	1
Against Policy of Library	1
Against Policy of School Administration . . .	1
Books Retained for Theses on Unusual Subjects	1

First, the weeding practices of ten libraries with book collections below 25,000 were compared with ten libraries whose holdings exceeded 100,000 books. This comparison revealed that there was no significant difference between the weeding practices of the two groups which could be attributed to the size of the book collections.

Next, two groups of 14 libraries were selected for comparison on the basis of the number of gifts received. Of the group which received less than 400 gifts, 10 had a regular weeding program and four did not; of the group receiving more than 100,000 gifts, 12 had a regular weeding program and two did not.

In similar manner the other aspects of the selected groups of libraries were compared and the evaluation of all

the comparisons made it possible to arrive at the following conclusions:

1. The number of books contained in the theological library does not necessarily determine whether or not the library has a regular weeding program. Libraries with very large book holdings do not have an active weeding program any more than those libraries with small book holdings.

2. A regular weeding program is not contingent upon the number of gift books the theological library receives. Libraries that receive a large number of gift books weed their collections relatively no more than those libraries that receive small numbers of gift books.

3. The number of staff members is not necessarily a deciding factor as to whether the theological library has or has not a regular weeding program. There are to be found just as many regular weeding programs among those libraries with small staffs as among those with large staffs.

4. The size of the book and periodical budget does not give cause for a regular weeding program among theological libraries. Libraries with large allotments for the purchase of books and periodicals do not weed their collections more regularly than those libraries with small allotments.

5. Theological libraries with extremely crowded library quarters, and those without storage facilities have approximately the same number of activated weeding programs as do those libraries with sufficient library quarters and those with storage facilities.

TABLE 13

RELATIONSHIP BETWEEN WEEDING PRACTICES AND VARIOUS
ASPECTS OF COMPARABLE GROUPS OF
SELECTED THEOLOGICAL LIBRARIES

Two Groups of Libraries	Aspects Examined	Number With Regular Weed- ing Program	Number Without Regular Weed- ing Program
Group I Group II	Size of Book Col- lection Below 25,000 Over 100,000	5 4	5 6
Group I Group II	Gift Books Received Less than 400 More than 100,000	10 12	4 2
Group I Group II	Size of Staff Less than 5 More than 18	5 5	5 5
Group I Group II	Book and Periodical Budget Below \$2,000 Above \$8,000	2 2	7 7
Group I Group II	Library Quarters Uncrowded Crowded	3 2	7 8
Group I Group II	Storage Facilities Adequate Storage Facilities Inadequate Storage Facilities	4 5	6 5

Official Authority in Weeding

The final authority on the weeding of materials from the active collection in 32 theological libraries is expressly vested in the librarian. A combination of the opinions of the librarian and faculty members was considered as final authority

in 12 libraries; the faculty members alone in four; and the opinion of the school administration heads, and the director of the library in one library each.

Storage Facilities

Whether or not a library has storage facilities can be a deciding factor in the weeding of materials from the library. If a library does not have a place to store infrequently-used materials that should not be disposed of, it is highly probable that they will be kept on the shelves crowding out the space that should be used for more current and useful materials. However, this is purely a conjecture, and answers from 50 libraries indicated that it did not necessarily follow true to form. Thirty-four libraries reported having storage facilities, as opposed to 16 that did not. Of the 34 libraries with storage facilities, 17 did not have a regular weeding program; and of the 16 libraries without storage facilities, nine had a regular weeding program. It may be inferred from these statistics that a regular weeding program may or may not be determined by the availability of storage facilities.

Methods of Book Disposal

When the library staff makes a periodic check on the book collection, when the obsolete material is weeded and the seldom-used books are placed in storage, the job does not end there. There is still the problem of disposing of the books that are to be completely cleared from the library. Although the books are no longer of value to the library, it must be

decided whether or not they would be of value to other libraries, to the students of the school, or to the public. This is a task which should be performed with careful consideration, lest the recipient of the disposed books be misinformed by them, or be influenced by misinformation that is neither up-to-date nor factually accurate.

Table 14 indicates the methods which 39 theological libraries reported having used to dispose of their discarded books, and the number of libraries that used each method.

TABLE 14
BOOK DISPOSAL PROCEDURES OF 39 SELECTED
THEOLOGICAL LIBRARIES

Methods Used	Number of Libraries
Gift Exchange	19
Waste Paper	19
Gifts to Students	18
Consign for Sale	15
Sale to Public	8
Sale to Students	6
Gift to Public	2
Sale to Dealers	1

CHAPTER V

SUMMARY AND CONCLUSION

Before summarizing the facts presented in this study, it is important to recall the purpose of the American library: "Getting the right book to the right person at the right time." It is of inestimable importance that whatever solutions are formulated for solving the problems incurred in library administration, they inevitably center around what is known as the "right book."

In approaching the study of the weeding practices and problems of theological libraries, an examination was made of the articles that had been written on weeding and had been published in various professional library periodicals during the twenty-year period between 1932 and 1952. The articles included in this study were only those that contained suggestive material that could be applied to the administration of a weeding program in the theological library.

The significant solutions, which the articles sought to present, were answers to the questions: (1) Why should the library be weeded? (2) What should be weeded? (3) When should the weeding be done? (4) How should the weeding be done? (5) Who should do the weeding? (6) How should the materials be disposed of after they have been weeded? In addition to

answering these questions, certain problems incurred in weeding were discussed, and the methods which librarians had used to solve those problems were illustrated.

In the articles examined several writers expressed the opinion that because readers have such utmost faith in the written word, and usually trust information that is printed in a book, the library should be weeded regularly of obsolescent materials so that that faith is not destroyed and that readers always be able to get the best books for the purpose for which they were meant to serve.

Regarding the problem of deciding what should be weeded from the library, the articles generally agreed that there is no hard and fast rule on the matter. However, the recommendation was made that in weeding the library, the librarian should follow the same principles used in book selection-- the authority of the book, its date, its relation to other books in the library, and so on. The standard lists and aids that tell what to buy for the library will also help in deciding what should be weeded from the library.

When to weed is, for the most part, a matter of opinion. What really matters most is that it is done regularly and systematically, not haphazardly. Thus, the articles all agreed that the weeding program should be a planned program, regardless of whether it be a periodic procedure or a continuous process.

The mechanical process of weeding consists of removing the book cards, pocket, date due slip and all other charging

material, and stamping "withdrawn" at places where the library's identification mark is stamped in the book. All valuable illustrations should be removed and placed in the picture file. The catalog cards should be removed if no other copy remains in the library. "Withdrawn" should be placed before the accession number in both the book and the accession book. Finally, an accurate record should be kept of all books withdrawn, and the total listed in the annual reports.

On the question of who should do the weeding, the articles generally reach a degree of accord in that the responsibility of conducting the weeding program should rest with the librarian. As one article maintained, the person who takes care of book selection should also do the weeding.

There is no one best way of disposing of weeded materials. The type of material, its quality and condition, and the amount to be disposed of are the determining factors. With these factors decided upon, it is the responsibility of the librarian to decide what method is best for his particular situation. The following methods are given for him to choose from:

1. Sale to booksellers.
2. Gift, exchange, or sale to other libraries.
3. Consign for sale.
4. Sale to public.
5. Offer to public free.
6. Put in storage.
7. Waste paper.

The second task of this study was to construct an

over-all picture or description of the 52 theological institutions included in the survey. This picture was obtained from the catalogs issued by the various institutions. The main categories examined were (1) the geographical distribution of the seminaries, (2) the religious denominations, (3) the enrollment of the student body, (4) the faculty, (5) the types of degrees offered, and (6) the curricula.

In approaching the study of the institutions, it was of relative importance to the weeding procedures to observe the close similarity that exists among them. There were, however, natural differences such as denominational affiliations and geographic locations, but their educational standards, the composition of their faculties and student bodies, the types of degrees they offer, and the organization of their curricula, in many respects, were essentially the same.

The most significant facts pertinent to this study were revealed from the tabulations of data secured from the returned questionnaires.

Various aspects of the 52 theological libraries were studied in statistical detail. These aspects included such details as (1) the size of the book, periodical and newspaper collections of the libraries, (2) the number and sources of gift books received during a particular year, (3) the physical status of the libraries, as to sufficient or insufficient shelving space, (4) the number of professional and non-professional staff members, and (5) the amount of the book and periodical budget. All of the data on these aspects were

tabulated and analyzed in an effort to determine the relationship between them and the weeding practices and procedures among the theological libraries surveyed.

The study produced the following findings:

1. Theological libraries with exceedingly large book holdings did not weed their collections more regularly than those with exceedingly smaller holdings.

2. One third of the periodicals received by theological libraries consisted of gifts which were often of an ephemeral nature.

3. The theological libraries studied subscribed to very few newspapers; a number having no subscriptions at all.

4. The majority of gift books received by theological libraries came from the libraries of deceased ministers.

5. Almost half of the number of theological libraries had insufficient shelving space. However, those libraries with crowded quarters did not weed more regularly than those with uncrowded quarters.

6. The average number of professional staff members among theological libraries was two; the average number of non-professional, nine. Nevertheless, the number of regular weeding programs among those libraries with a small number of staff members was the same as that found among libraries with large numbers of staff members.

7. Theological libraries with large allotments for the purchase of books and periodicals did not weed their collections more regularly than those libraries with small

allotments.

8. Most theological libraries performed at least some amount of weeding; however, approximately 17 per cent more libraries do not have an active weeding program than those who weed regularly.

9. Three major factors determined why books were weeded from the theological library: (1) value of content, (2) duplication of copies, and (3) the opinion of the librarian and staff.

10. For the most part, the major reason books were not weeded from the theological library was that they were retained for potential research. Two lesser reasons were the lack of personnel, and the lack of funds.

11. The final authority in the weeding of materials from theological libraries was expressly vested in the librarian.

12. The majority of theological libraries disposed of discarded books through three methods: (1) gift exchange, (2) waste paper, and (3) gift to students.

13. The majority of theological libraries studied had facilities for storage, yet almost half of the number answering the questionnaire indicated that their book stacks were overcrowded; at the same time, over half did not have a regular weeding program.

The question is therefore raised: Why do not more theological libraries weed their obsolescent materials more regularly? Perhaps the answer lies in the comment of John Cotton Dana, who, when referring to the disfavor in which some

librarians hold weeding, said:

Most librarians are a trifle overawed by a book, and still more overawed by a book which is in the library, and still more by a book in the library which a man once wished to see.¹

It is recommended that librarians put forth an earnest effort to overcome the fear of weeding, and that all theological libraries, regardless of size, have an active weeding program, with weeding being done at least once a year. This program should be outlined in the library's manual of procedure. No book should be retained unless its present or potential value can defend its continuance in the library. The librarian should have the final word on what books should be disposed of, but he should rely to a certain extent on the advice of faculty members and other authorities he is able to call upon. He should be careful that his periodical collection does not become overcrowded with non-essential periodicals and, due to the bulkiness of newspapers, that some weeding emphasis be placed in that area. Finally, it should be remembered that the maintenance of useless books in the library usually costs more in the long run than it does to weed them from the collection completely.

¹John C. Dana, "Principles Underlying the Selection and Rejection of Books," Library Journal, XXXIII (1908), p. 148.

APPENDIX I

A LIST OF THE THEOLOGICAL LIBRARIES USED IN THE STUDY

Andover-Newton Theological School, Newton Centre, Massachusetts
Augustana Theological Seminary, Rock Island Illinois
Berkeley Baptist Divinity School, Berkeley, California
Bethany Biblical Seminary, Chicago, Illinois
Bexley Hall, Divinity School of Kenyon College, Gambier, Ohio
Boston University School of Theology, Boston, Massachusetts
Brite College of the Bible, Fort Worth, Texas
Butler University School of Religion, Indianapolis, Indiana
Calvin Theological Seminary, Grand Rapids, Michigan
Candler School of Theology, Emory University, Georgia
Chicago Theological Seminary, Chicago, Illinois
Church Divinity School of the Pacific, Berkeley, California
College of the Bible, Lexington, Kentucky
Columbia Theological Seminary, Decatur, Georgia
Crozer Theological Seminary, Chester, Pennsylvania
Drew Theological Seminary, Madison, New Jersey
Eden Theological Seminary, Webster Groves, Missouri
Episcopal Theological School, Cambridge, Massachusetts
Evangelical Lutheran Theological Seminary, Columbus, Ohio
Evangelical School of Theology, Reading, Pennsylvania
Gammon Theological Seminary, Atlanta, Georgia
General Theological Seminary, New York, New York

Hamma Divinity School, Springfield, Ohio
 Hartford Theological Seminary, Hartford, Connecticut
 Harvard Divinity School, Cambridge, Massachusetts
 Howard University School of Religion, Washington, D. C.
 Iliff School of Theology, Denver, Colorado
 Lutheran Theological Seminary, Gettysburg, Pennsylvania
 Lutheran Theological Seminary of Philadelphia, Philadelphia, Penn.
 Luther Theological Seminary, St. Paul, Minnesota
 McCormick Theological Seminary, Chicago, Illinois
 New Brunswick Theological Seminary, New Brunswick, New Jersey
 Northwestern Lutheran Theological Seminary, Minneapolis, Minnesota
 Pacific School of Religion, Berkeley, California
 Phillips University, College of the Bible, Enid, Oklahoma
 Pittsburgh-Xenia Theological Seminary, Pittsburgh, Pennsylvania
 Princeton Theological Seminary, Princeton, New Jersey
 Protestant Episcopal Theological Seminary, Alexandria, Virginia
 San Francisco Theological Seminary, San Anselmo, California
 Southwestern Baptist Theological Seminary, Fort Worth, Texas
 Theological Seminary of the Evangelical and Reformed Church in
 the United States, Lancaster, Pennsylvania
 Temple University, School of Theology, Philadelphia, Pennsylvania
 Union Theological Seminary, New York, New York
 Union Theological Seminary, Richmond, Virginia
 University of Chicago, Divinity School, Chicago, Illinois
 University of Dubuque Theological School, Dubuque, Iowa
 University of Southern California Graduate School of Religion,
 Los Angeles, California
 Wartburg Theological Seminary, Holland, Michigan

Western Theological Seminary, Holland, Michigan

Western Theological Seminary, Pittsburgh, Pennsylvania

Westminster Theological Seminary, Westminster, Maryland

Yale University Divinity School, New Haven, Connecticut

APPENDIX II

SAMPLE LETTER AND QUESTIONNAIRE

Copy of Letter

Dear _____:

As a student of the Atlanta University School of Library Service, I am engaged in a research project in which I propose to make a survey of the procedures used in weeding materials from the libraries of those schools which are accredited members of the American Association of Theological Schools. I would be most grateful if you would cooperate with me in this project by filling in the enclosed questionnaire.

Enclosed is a self-addressed, stamped envelope for the return of the questionnaire. I would appreciate receiving it not later than March 30, 1953.

Sincerely yours,

H. Eugene Craig

Copy of Questionnaire

THE ATLANTA UNIVERSITY SCHOOL OF LIBRARY SERVICE

Instructions:

Please fill in all questions as completely as possible. Where totals are requested, your last annual report will suffice.

A. Status of the Library

1. How many volumes do you have in your library at the present time?

Books _____	Government Documents _____
Bound Periodicals _____	Pamphlets _____
Unbound Periodicals _____	

2. How many periodicals do you receive in your library?

By Subscription _____
By Gift _____

3. How many newspapers do you receive in your library?

By Subscription _____
By Gift _____

4. How many gift copies of books did you receive during the past two years (1951-1953)? _____

- a. What were the chief sources of these gifts?

Retired ministers' libraries _____
Alumni _____
Friends _____
Foundations _____
Publishers _____
Other (Specify) _____

- b. What is your policy toward gift books?

Accept all _____
Accept only those copies desired _____
Other policies (Specify) _____

5. What is the present status of your library quarters with regard to space?

Crowded _____

Extremely crowded _____

Have sufficient quarters for _____ years.

Other (Explain) _____

6. What is the number of your professional library staff? _____

7. What is the number of your non-professional library staff?

Student assistants _____

Typists _____

Secretaries _____

Other (Specify) _____

8. What is the amount of your annual budget for books and periodicals?

For purchases \$ _____

For binding \$ _____

B. Weeding Practices and Procedures

Do you have a definite program for weeding your library of obsolete materials (Books, periodicals, pamphlets, newspapers, etc.?)

Yes _____

No _____

1. If you do weed, what methods are used to determine when a book (or other materials) has become obsolete, and should be weeded?

Lack of space _____

Physical age of the _____

book _____

Value of contents _____

Duplications _____

Mutilation _____

Opinion of Librarian and _____

staff _____

- a. Do you use faculty members to help determine what materials are obsolete?

Yes _____

No _____

- b. Which of the standard selection tools do you check against to aid you in determining whether or not a book should be weeded?

Shaw _____

Mohrhardt _____

Standard Catalog _____

Other (Specify) _____

c. What part does the circulation record play in deciding on weeding?

(1) A book is considered for weeding if not circulated within 5 years____, 10 years____, 15 years____
20 years____, Longer____.

(2) If not circulated more than once in 10 years____

d. What other factors influence you in your weeding policy?

2. Do you have a regular weeding program?_____

3. If you do not weed your library, please give reasons for not doing so:

Lack of funds_____

Lack of personnel_____

Against policy of librarian and staff_____

Library wishes to maintain or increase total number of books_____

Library maintains all books for potential research purposes_____

Other (Specify)_____

4. Who makes the final decision in weeding?

The librarian_____
Faculty members_____

School administration_____
Other (Specify)_____

C. Methods of Disposal

1. Do you have facilities for storage of "little used" materials that are worth keeping, but not used enough to keep on the shelves?

Yes_____

No_____

2. How do you dispose of weeded materials that are not put in storage?

Gift exchange_____

Sale to public_____

Gift to students_____

Offer to public free_____

Consign for sale_____

Waste paper_____

Other (Explain)_____

Signature_____

Position_____Date_____

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